

Promoting Positive Behaviour Policy

Maple 
House

growth • learning • therapies



Approved by: Jayson Rawlings

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1. Aims

At Maple House School we recognise and understand that behaviour is a form of communication that requires different approaches to support. Staff at Maple House School do this through the development of positive relationships, understanding the needs of each individual we work with, working collaboratively to support the individual using best practice that is underpinned by psychodynamic approaches which are at the heart of our approach. We seek to build and develop safe and positive relationships based on mutual trust and respect and that this is based on a clear understanding of acceptable behaviour.

Maple House School supports children and young people with complex and special needs requiring a flexible and bespoke individual support plan. Our Positive Behaviour Support Plans place an emphasis on proactive action to recognise, foster, acknowledge and reward positive behaviour whilst understanding our young people and responses required to support behaviours when they are in meltdown/crisis. All of our staff at Maple House School are expected to understand and adhere to an individual's risk management plan and positive behaviour support plan, and working with class teachers and the Pastoral Manager, they will contribute any necessary updates to have up to date informed understanding of each child. Knowing our children, young people and adults at risk well and being actively involved in their care is the foundation of supporting positive behaviour.

Maple House School provides a caring, therapeutic and nurturing environment based on 'Growth' and 'Learning'. We are driven by our pursuit of excellence, high expectations of behaviour and respect for every member of the Maple House community. We instil our vision of Kind, Respectful, Safe and Hardworking.

This policy aims to:

- Create a positive culture that promotes and supports excellent behaviour, ensuring that all children and young people have the opportunity to live and learn in a calm, safe and supportive environment
- Establish an approach to maintaining high standards of behaviour that reflect the values of Maple House School
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour support that is applied equally to all children and young people
- Define what we consider to be unacceptable behaviour, including cyberbullying, prejudice-based and discriminatory bullying.

We strive to promote and create responsible citizens who:

- make good choices and encourage others to do the same.
- behave positively
- are considerate and value themselves, others, and their environment
- have the confidence, tenacity and resilience to attain their ambitions
- are inclusive and embrace differences
- have high levels of engagement
- demonstrate positive learning behaviours
- are role models to others
- Make a positive contribution to the community in which they live, are educated and will go onto work

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

- [Mobile phones in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

As an Independent Special School, this policy is also based on Schedule 1 of [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](http://www.gov.uk); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training, 2014 (4th Edition)
- Reducing the Need for Restraint and Restrictive Intervention (HM Gov. June 2019)
- Positive environments where children can Flourish (Ofsted March 2019)
- The Mental Capacity (Amendment) Bill HM (Gov. July 2018)
- Children and Families Act, 2014

3. Definitions

3.1 Misbehaviour is defined as:

- Disruption in communal spaces, on activities, in lessons, at break and social times
- Non-completion of reasonable requests e.g. completing work, tidying up
- Poor attitude
- Wilful damage

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the site's rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined by the Department of Health, Department for Education as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves”.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress for the victim.

It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs, and disability (as defined in the Equality Act 2010), or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs, and email. Bullying can occur through several types of anti-social behaviour. A feature of bullying in education and residential settings is that its existence is not always immediately known or suspected by those in authority. Bullying can quickly become a safeguarding matter, and it may on occasion be necessary to record it as a safeguarding concern.

Bullying can be:

- **Emotional:** Being unfriendly, excluding, tormenting. E.g. Hiding books or personal belongings, threatening gestures.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence.
- **Racist:** Racial taunts, graffiti, gestures.
- **Sexual:** Unwanted physical contact or sexually abusive comments.
- **Homophobic:** Because of or focussing on the issue of sexuality.
- **Verbal:** Name calling, sarcasm, spreading rumours, teasing.
- **Cyber:** All areas of internet, e-mail, and chat-room misuse.
- **Digital:** Threats through social media, SMS or calls, misuse of associated technology such as cameras and voice recorders.

Please see our anti-bullying policy reference [MHS004](#) for details of our approach to preventing and responding to bullying.

5. Roles and responsibilities

5.1 Everyone has a responsibility to abide by the Code of Conduct,

5.2 The Headteacher and Senior Leadership Team must:

- Positively model the school culture and values of kind, respectful, safe and hardworking, ensuring they are understood by all.
- Ensure the safety of all individuals at Maple House School through ensuring that staff are properly and sufficiently trained and skilled to meet the behaviour support needs of their current cohort.
- Ensure local procedures are in place and up to date which support this policy and promote positive behaviour at Maple House School
- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour and seek support from the Pastoral Manager or other members of SLT where required.
- Ensure staff recognise positive behaviours and support through positive recognition strategies across the school. i.e. positively positive
- Regularly monitor the implementation of this policy to ensure rewards and sanctions are applied consistently to all groups of children and young people
- Ensuring that all staff understand the importance of high behavioural expectations and the importance of maintaining them but also understanding each individual's needs and support plan
- Ensure new staff are provided with a clear induction into the schools' behavioural culture, ensuring clarity and understanding of school rules, routines, and approaches to best support all children and young people to participate fully in learning

- Ensure this policy works alongside the safeguarding policy to offer children and young people both sanctions and support when necessary
- Ensure that behaviour data is reviewed regularly including identification of hot spots or areas of concerns to make sure that no groups of children or young people are being disproportionately impacted by this policy

5.3 All Staff must:

- Ensure they understand and know the individuals they are working with and their associated plan's (Individual Learning Plan, Positive Behaviour Support Plan) and actively contribute to any necessary updates and changes to better support the individual with the Pastoral Manager
- At all times model positive and acceptable behaviour and create an environment that is kind, safe, respectful and hardworking
- Communicate clearly using low demand and low threat language, clear expectations of appropriate behaviour, ensuring that the child or young person understands those expectations in accordance with their age and understanding and individual needs.
- Maintain the values of Maple House School (Kind, Respectful, Safe and Hardworking)
- Attend and apply all relevant positive behaviour support training and de-escalation strategies provided to de-escalate incidents following PRICE Principles.
- Record and report incidents as outlined in our incident reporting policy using Arbor
- Discuss concerns and ask questions in relation to behaviour support if they are worried or uncertain. This can be done at debrief or seek a member of SLT when needed for support.
- Remain professionally curious as to how to best support individuals with behaviour which challenges
- Remain professional at all times, seek support from other staff, and/ or SLT.

5.4 Children and Young People are expected to:

- Indicate or ask when they need support with their behaviour wherever possible and accept support where they are able
- Participate where they can in planning and agreeing their positive behaviour support plans as part of the consultation phase (Admissions Process) and then regularly to review changes
- Accept the help and guidance provided in relation to positive behaviour
- Ask questions to understand strategies and their own needs in relation to positive behaviour support if they are worried or unsure
- Where possible, give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Participate in post-incident debriefs when ready to reflect and understand their own behaviours, triggers and responses.

Children and young people will be supported during their transition phase at Maple House and through the induction process to identify and understand:

- The expected standard of behaviour they should be displaying
- That they have a duty to follow the behaviour policy
- The service's key rules and routines
- That they can earn rewards as part of the positive behaviour support policy as recognition for their hard work, respect and kindness,
- Understand the consequences of misbehaviour for themselves and others
- The support that is available to them to help them meet the behavioural standards

5.5 Parents and carers are expected to:

- Be familiar with the schools positive behaviour support policy and approaches to supporting negative and positive behaviour management, reinforcing it at home where appropriate
- Support their child in adhering to the schools positive behaviour support policy
- Update the school of any changes in circumstances that may affect their child's behaviour, including events outside of school, medication changes, diagnosis changes.
- Discuss any behavioural concerns with the staff promptly via the form tutor or Pastoral Manager in the first instance.
- Take part in any post incident meetings following misbehaviour (for example: attending reviews of specific behaviour interventions) or proactive support meetings where concerns are identified early.

- Raise any concerns about the management of behaviour with the Pastoral Manager in the first instance directly whilst working in partnership to support your child or young person
- Embrace the life of the service and its culture
- The school prides itself on building positive relationships with parents and carers through regular communication, transparency and approachability. The school will keep parents/carers informed about developments in their child's behaviour in line with the schools positive behaviour support policy, and working in collaboratively with them to respond to behavioural issues.

5.6 All visitors, whether parents, carers, visiting professionals or employees are expected to:

- Demonstrate a professional, kind, and respectful attitude around school, modelling positive and acceptable behaviour
- Follow any guidance provided from staff should any incident of a behaviour of concern take place during their visit
- Raise concerns and ask questions in relation to behaviour support if they are worried or uncertain to a member of the Senior Leadership Team or Headteacher directly.

5.7 The Executive Headteacher will:

- Hold the Headteacher to account to ensure that the positive behaviour support policy is implemented and that staff deal effectively with poor behaviour whilst supporting the needs of children and young people affected at Maple House School.
- Review local procedures to ensure they meet need
- Ensure that staffing structures and resources support the implementation of positive behaviour strategies
- Review themes, trends and high level incidents ensuring proactive approaches are implemented to reduce further incidents.

5.8 The Incident and Safeguarding Governor will:

- Review reports from the headteacher and executive headteacher as part of the Governance Committee, questioning reoccurring themes and trends of behaviour, attendance and safeguarding.
- Ensure Maple House policy and guidance issues relating to managing behaviour of concerns is in line with up to date practice, that it is relevant, and robust in meeting legal and regulatory requirements and the needs of the specific group to which the policy applies
- Ensure that the learning and development and supervision of staff in managing behaviour of concern is appropriate, effective and sufficient to meet the needs of children and young people in our care
- Ensure that there are sufficient resources available to the headteacher and the school to support innovation in developing best practice behavioural care.

6. The Behaviour Curriculum

To realise our values of kind, safe, respectful and hardworking, everyone working at, attending, living at or visiting Maple House School will be expected to behave in accordance with the Code of Conduct:

- Take personal responsibility to make sure their behaviour demonstrates and models the values of Maple House School.
- Ensure that everyone is treated with respect, irrespective of differences or protected characteristics
- Respect everyone's personal space, the environment and the community
- Listen to each other and value opinions, even if they are different from your own.
- Ensure wave 1 interventions are in place following a graduated approach and working with the Pastoral Manager and SENDCo to ensure more targeted interventions are in place.
- Undertake regular additional training to support the individuals special educational needs and social, emotional and mental health. (Thrive, Elklan, ELSA).

6.1 Key success indicators Each of our services can demonstrate:

At Maple House School, we can demonstrate:

- clear, high and consistent expectations that everyone, irrespective of differences or protected characteristics, feels safe, secure and models respect and empathy for each other, embracing diversities.
- Staff, children, young people and parents/carers, approach behaviour as everyone's responsibility
- Demonstrate mutual respect and positive behaviours that are an expectation for all.
- A positive environment where children and young people exhibit pride in being part of Maple House School.
- Place collaborative working relationships with parents/carers and stakeholders as a priority in promoting positive behaviour.
- Children and young people understand the impact of their behaviour and following our Maple House School values, work to adapt this behaviour in future making more positive and informed choices.
- Proactive and active positive behaviour support strategies and guidance to help children and young people learn from their actions and take ownership from them
- Clear and fair behaviour expectations across the school with rewards and sanctions that are communicated and implemented consistently
- Individual risk assessments as part of their positive behaviour support plans that are regularly updated where required to consider the needs and behaviours of individuals to provide more or new proactive strategies to reduce behaviours of concern
- Robust recording and reporting of behaviours of concern using Arbor (MIS) which enables analysis of individual and group trends to reduce incidents and the use of physical intervention wherever possible

7. Strategies to respond to behaviour

7.1 Positive behaviour management

At Maple House School we recognise that behaviour is a method of communication and this is at the core of our approach. We pride ourselves at building positive relationships and understanding that children at Maple House are often communicating to meet a need through their behaviour and we must recognise this to inform our response. At Maple House School we work in partnership with children, their parents/carers and other professionals to develop risk assessments and positive behaviour support plans, examples of which can be found in appendix 1 and 2. This starts as part of our consultation phase and through transition as we build relationships with our children and young people and their families.

This very early approach forms a positive behaviour support and relational approach which helps children understand their own needs as we grow together and develop alternative communication strategies as they feel safe, heard and understood. We use a range of assessments that focus on the individuals' strengths as well as any concerns and these are completed using Thrive or observations from trained professionals and considering information from the child's EHCP, supporting reports and through early consultation with the family.

Leaders and staff are responsible for setting the tone and context for positive behaviour around the school. They will:

- Create and maintain a calm, therapeutic and stimulating environment that encourages children and young people to create positive relationships and engage in learning
- Read and understand the appropriate positive behaviour support plans, individual learning plans, risk assessments and other support documentation relating to each individual.
- Act as a role model, modelling the values at Maple House School, showing kindness and respect and showing consideration for every individual while supporting a community spirit

Following a relational approach to develop positive relationships with children and young people, which may include:

- Establishing clear routines, structure and boundaries
- Communicating expectations of behaviour in ways other than verbally such as now and next boards, visual strategy cards and class rules

- Highlighting and promoting good behaviour that also considers the needs of those with PDA traits and needs
- Concluding the day positively using reflective practice and starting the next day as a new day

Having a plan for dealing with low-level disruption

- Using positive reinforcement and trusted relationships to challenge behaviour
- Working as part of the team to develop consistent approaches to promoting positive behaviour and dealing with disruption/incidents
- Record and report in line with requirements, any incidents of behaviour or concern and ensure actions are followed up

7.2 Safeguarding

Maple House School recognises that changes in behaviour may be an indicator that a child or young person is in need of help or protection or at risk of neglect or significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to social care is appropriate.

Where behaviours indicate that there may be a safeguarding concern, staff will log on MyConcern and the records linked to build a chronology to understand and respond to incidents. Sexual violence and sexual harassment can happen in any setting and staff must have the view that "it could happen here" and take the necessary actions to keep children, young people and adults at risk safe, speaking with a DSL and reporting following guidance in this policy. Please refer to our Safeguarding and Child Protection Policy (MHS002)

Maple House School sets a culture set of zero tolerance towards sexual violence and harassment, taking all reports and victims seriously and following the reporting procedures set out in our Child Protection and Safeguarding Policy

7.3 Recognising and celebrating positive behaviour

Maple House School provides a warm, holistic and therapeutic environment that recognises, responds and celebrates positive choices, promoting good behaviour through an array of approaches including using praise, recognition, rewards and positively positive post-cards, building self-esteem and an individual's sense of worth. We use a variety of reward and recognition systems in line with our behaviour policy, values and high expectations whilst also recognising effort and positive outcomes. Positive reinforcements and rewards will be applied clearly and fairly to recognise progress, reinforce good behaviour and positive attitude, reinforce the routines, expectations and norms of the school behaviour culture. Examples of rewards at Maple House School include:

- Verbal praise and time to celebrate with key adults
- Rewards via points or other currency within the rewards system
- Communicating praise to parents via a phone call or written correspondence
- Student of the week (per staff member) using positively positive postcards
- Certificates, prize ceremonies and/or special assemblies
- Positions of responsibility, such as being entrusted with a particular decision or project or school council member/leader
- Access to popular activities, trips or visits based on Bronze, Silver, Gold (Gold only at end of full term).

7.4 Sanctions and responding to negative behaviour

Our children and young people are developing and learning their way in the world, learning what constitutes acceptable and non-acceptable behaviours. A lot of our children have a considerable amount of challenging presentations due to the previous journeys they have been on throughout mainstream schools and other provisions where their behaviours have possibly escalated due to the environmental impacts.

At Maple House we need to help them understand their own needs, ways of positively communicating and how to make the right choices and support the development of their ethical compass. As a part of this learning process, sometimes mistakes will be made through their previous ways of dealing with situations, being overwhelmed or struggling with engaging in learning due to academic struggles. We need to help children and young people make informed and positive choices but if poor choices are made, where deliberate or intentional, consequences need to be implemented.

It is the duty of all staff within the school to support children and young people and strive to understand the underlying reasons for behavior of concern whilst recognising that individuals should be supported in taking responsibility for their actions. This will be supported by the Pastoral Manager and the AHT/SENCO to help recognise where behaviours are a communication, apply appropriate sanctions and escalate where required.

Maple House School follows the clear guidance from Suspensions and Permanent Exclusions policy when imposing such sanctions, considering sanctions and consequences when an individual's behaviour falls below the standard that can reasonably be expected of them. Staff will respond in line with the individual's positive behaviour support plan, to restore a calm and safe environment, and to prevent recurrence of misbehaviour. Each behaviour support plan clearly identifies proactive strategies, active strategies, reactive strategies for when in crisis/meltdown, and restorative actions following an incident.

Staff will endeavour to create a predictable environment by following proactive strategies and always praising positive progress and behaviour, challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children and young people know with certainty that misbehaviour will always be addressed and progress and positive contributions will be rewarded.

Our staff are all trained in PRICE where de-escalation techniques are key to reducing behaviours actively before reaching crisis point, and then strategies to be reactive in crisis point. PRICE will be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases. These strategies will be reflected in individual positive behaviour support plans. All children and young people will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account supporting a culture of inclusivity and not disadvantaging any individual as a result of a disability

When giving behaviour sanctions, staff will also consider what support could be offered to an individual to help them to meet behaviour standards in the future liaising with the Pastoral Manager and AHT/SENCO for strategies including timeout provisions, strategy to learn cards and more targeted interventions.

Sanctions should be:

- Relevant to the behaviour presented
- Be seen to be fair in the eyes of the children and discussed with them
- Tailored to the individual and reviewed regularly
- Not seen as a revengeful tactic and not seen as injustice
- Be discussed with the staff team
- Be applied as soon after the event as possible
- Be reviewed for a consistent and appropriate method and involve the child in the review

The school considers the use of following sanctions in response to unacceptable behaviour:

- Verbal reprimand and reminder of the expectations of behaviour
- Restorative meetings with staff and peers where required and if suitable
- Loss of responsibilities – for instance, the loss of school council lead
- Loss of access to the school van for unsafe behaviours during Active Citizens
- Being requested to stay close to an adult to support safety, appropriate behaviours and interactions
- Not being able to use specific resources or equipment due to misuse e.g. not using a laptop of computer
- Helping tidy up mess or put back displays they have damaged
- Referring the individual to a senior member of staff to discuss the behaviours and offer reparation through restorative practice.
- Letter or phone call home to parents
- Reintegration meetings with parents and children/young people
- Agreeing a behaviour contract, strategy to learn card and/or non-negotiables card.
- Sanctions in line with [Behaviour in schools: sanctions and exclusions](#).

The range of sanctions used in any establishment for Children must comply with the guidelines set down by Ofsted, in the National Minimum Standards and must not contravene the Children's Act 1989. Any Sanction imposed beyond those approved will be unacceptable and possibly illegal.

Individual circumstances of the child or young person are always considered when choosing sanctions and decisions will be made on a individual basis, but with regard to the impact on perceived fairness.

- Sanctions which are never acceptable are:
- corporal punishment
- the restriction of contact and communication
- the withholding of food or drink, sleep, medication, personal aids and equipment required for a disability, clothes
- the requirement to wear distinctive or inappropriate clothing
- the imposition of a financial penalty other than reasonable reparation
- the imposition of group punishments for the behaviour of an individual
- the involvement of any child in the punishment of another.
- humiliating, belittling or punitive punishments
- those that may appear revengeful

7.5 Physical Intervention

A restrictive physical intervention is defined as a planned or reactive act that restricts an individual's movement, liberty and/or freedom to act independently; and the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so). (Taken from Reducing the Need for Restraint and Restrictive Intervention). Restrictive physical intervention is always considered to be a very last resort, and may only ever be considered when there is:

- a significant risk of injury to any person
- significant damage to property,
- an offence being, or highly likely to be, committed
- no alternative method of mitigating these risks.

Restrictive physical intervention where used must be reasonable, proportionate, and use no more force than is absolutely necessary and follow the PRICE principles. Physical interventions may take the form of an emergency intervention, or a planned intervention. Staff are trained and competent to use physical intervention (to be updated on yearly basis with regular training given on de-escalation and restraint techniques) and must adhere to all safety measures. Staff must only use physical intervention if they have been trained unless it is an emergency to prevent harm to the young person or others. All incidents of physical intervention are recorded on our Arbor MIS system on the same day, or at the latest within 24 hours of the incident taking place.

7.6 Emergency intervention

Children, young people and vulnerable adults could be at risk due to an unexpected incident, or response to a new or unexpected situation. Staff may intervene to maintain the safety and wellbeing of the child, young person, adult at risk or themselves if they choose to do so. For example, a member of staff may physically intervene to prevent a child or young person from harming themselves, or causing harm to others. Staff must report all unplanned interventions to the Headteacher to justify the action and complete an incident log on the Arbor MIS. The school will assess the incident as soon as possible and a behaviour support plan will be updated to reflect this. If it is judged that the intervention may be required again, this must be drawn up as part of a positive support plan and then will become a planned intervention.

7.7 Planned intervention

A physical or restrictive intervention may be planned for if it has been judged as likely to occur following assessment, or other indication such as behaviour history or incident report. A planned physical intervention may only be in place if it is in the context of an existing support plan. This should include a risk assessment covering the potential risks of making use of physical intervention. Each student has a positive behaviour support plan that consists of information of where a planned physical

intervention or restrictive practice will be deemed appropriate and consider those techniques that are inappropriate.

A planned physical intervention should consist of:

- Guidelines for minimising the risk of the occurrence of the behaviour and de-escalating or diffusing a potential incident as a proactive and active strategy.
- Procedure for physical intervention detailing how staff can intervene safely
- Strategy for disengaging or bringing an intervention to an end, when the risk of the incident has reduced and the restraint is no longer necessary.
- Strategy for ensuring that child or young person has not sustained injury or other adverse effect.
- Strategy to support the young person following an incident, considering fatigue, depression state and recovery
- Strategy to debrief those involved
- A reflection session to discuss lessons learned and recognise and understand the triggers and needs of the young person. A meeting will be recorded within 48 hours to identify steps to implement risk reduction and avoid subsequent use in the future.
- The use of physical intervention will be recorded on the Arbor MIS system and monitored through the governance process.

Where after a physical restraint there is any concern over the health or wellbeing of the Child or a staff member, NHS direct must be called as a minimum procedure. Where advised to seek further medical advice from a GP or from the Accident and Emergency Department of William Harvey Hospital this must be completed immediately. A child who is complaining of injury must be given the opportunity for medical assistance via the above routes.

Where a Child complains of not being able to breath during a restraint the restraint must be released immediately. Children are susceptible to 'positional asphyxia' during restraint situations, this may not be obvious during a restraint. The Child may still be able to shout and talk, asphyxia can take effect sometime after a restraint has concluded. Therefore it is vital that any complaint of shortness of breath is heeded and immediate action to resolve the situation is implemented. Where shortness of breath has led to altered behaviours and perceptions, blueing of the lips, face or extremities, lack of coordination or other concerning side effect medical assistance must be sought immediately through the above routes, or with a call to 999 for the provision of an ambulance.

999 may be called for police involvement in disruption of the home in certain extreme circumstances:

- Where an intruder or trespasser is on site and posing threat to the home, the property or persons therein.
- Where aggressive behaviours of Children are such that the team on shift and the on call Manager are together not able to ensure the on-going safety of the children without police involvement. This must be with the permission of the on-call Manager if there is not a Manager on site.
- Where there is an emergency that in all situations requires the involvement of police for its safe conclusion.

However, Maple House always seeks to not criminalise Children and involves the police in addressing behaviours only when absolutely necessary.

Staff are to be offered a 'de-brief' regarding incidents requiring physical intervention. Where this is possible immediately afterward it should be provided, however the end of a shift is suitable in a group de-brief forum. Where an individual would like an individual de-brief that will be provided also. A person senior to those who took part in the restraint should offer the de-brief, however, colleagues of any position within the trained care team are able to offer support to one another and de-brief forums where there is not a senior person available.

Children should also be offered a de-brief in what is termed a 'follow up chat'. This will be to discuss the highs and lows of behaviour and adult responses, what the Child felt comfortable with and what they did not, and most importantly what they can do as a team next time to avoid the need for restraint. The Child's view from this follow up chat should be noted in brief on the Incident Record.

Children who have witnessed a physical intervention may also require a de-brief, this is less formal and takes place as a supportive talk from a suitable and relevant adult.

7.8 Monitoring the use of Physical Interventions

All incidents involving the Children educated at Maple House School are recorded on Arbor MIS. These are read and monitored by the Head Teacher and Pastoral Manager on a daily basis (Monday to Friday) wherever possible to find patterns, compile learning outcomes and identify strategies to support students and identify potential triggers to limit the need for future physical interventions with each individual child.

The monitoring comments are noted on the Physical Intervention Records on the Arbor MIS system with significant themes or learning outcomes fed back through staff meetings and parent meetings.

Parents and Carers are always notified of any incidents of Physical Intervention being utilised on the day the intervention has taken place.

Please see Maple House Positive Handling Policy for more information regarding the use of physical intervention

7.9 The use of Quiet Spaces

Students at Maple House School will sometimes require access to a quiet and calm space, (this may be, for example a sensory room, intervention room, an area in a classroom, or an outside space) to have an opportunity to regulate their feelings and emotions either through self-regulation or co-regulation. A quiet space is a sensory-controlled calming area and this is an available space. We have different spaces at Maple House School including an intervention room, lego room, sensory room, reading room and breakout room. The purpose of a quiet space is not exclusion, isolation or punishment and it should never be used punitively. Overtime, it is anticipated that children and young people will come to recognise their own emotions, and feelings and seek these spaces independently to calm and self-regulate their emotions so that they can then return safely to their activity. The regular use of a quiet space should form part of an individual's behaviour plan and should be agreed by SENDCO and/or Pastoral Manager and parents/ carers and their agreement recorded.

Children and young people will be consulted with their views as part of their consultation and continual review of support strategies to support learning and positive behaviours. Strategies to use a quiet space will be implemented and reviewed when:

1. When a member of staff notices that a child or young person is becoming anxious or agitated, the individual should be given reasonable opportunity to calm using the strategies detailed in the child's positive behaviour support plan.
2. If the behaviour continues to concern and impacts on others in the class and/or they become a danger to themselves, other children/young people or staff, the individual may request, or staff may suggest use of a quiet space.
3. As part of a dynamic risk assessment, staff may consider it necessary to escort the child or young person to the quiet space using an approved physical intervention (PRICE) in line with policy which must be recorded.
4. Once in the quiet space, staff involved should try to understand the situation using the techniques outlined in the individual's positive behaviour support plan to de-escalate the situation.
5. A dynamic risk assessment should be taken to recognise if the child needs space, time and quiet. Children or young people should not be left unsupervised in a quiet space and a door must be kept open with a staff member outside, should this be needed. It may be appropriate to allow the individual to calm on their own but staff must still be able to see them in order to ensure their safety.
6. At **no** time should children or young people be locked in a quiet space or a classroom. Where a child is very distressed and at a point of crisis where they pose a risk to themselves or others and is unable to respond to or process requests, staff may need to implement a dynamic risk assessment and use restrictive physical intervention according to the above on emergency interventions.

7. When a quiet space has been used as part of an incident, this must be recorded appropriately in line with policy and if necessary, risk assessments and behaviour support plans should be updated.

Maple House School will not support the restriction of a child or young person's right to freely leave a quiet space, unless there is an immediate danger of harm to the individual or others. Any restriction and action will be treated as a restrictive physical intervention by the member(s) of staff involved and the incident will be reviewed to ensure the event was handled appropriately. All incidents of restrictive practice will be recorded on Arbor MIS on the same day or within 24 hours.

7.10 Searches, Screening and Confiscation

At Maple House School we have a duty of care to all pupils. Searching, screening and confiscation in our school is conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#) to:

- safeguard all pupils by confiscating harmful, illegal, or disruptive items
- ensure the safeguarding needs and wellbeing of pupils suspected of possessing these items

The 'best interests' of the child should be your primary consideration. We will only search a pupil if we have good reason to, we are mindful that this could infringe upon their wellbeing and rights in several different ways. For example:

- Physical loss of privacy when clothes, bags, or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- The impact to a pupil's dignity or reputation if they are unduly searched or suspected of possessing prohibited items

At Maple House we treat confiscations as a safeguarding issue. Children in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. As per KCSIE 2023 we need to consider:

- signs of being drawn in to anti-social or criminal behaviour
- challenging family circumstances, such as drug and alcohol misuse
- misuse of drugs or alcohol themselves

7.11 Searching a child or young person

The Head Teacher and Designated Safeguarding Leads are authorised to conduct searches. In the rare absence of all three of the named people, only those authorised by the headteacher are able to carry out these searches.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search, where possible the witness should also be of the same sex.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Any prohibited item found will be confiscated and will not be returned to the individual.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

- Commit an offence
- Cause personal injury (including the pupil) or damage to property

This list is set out in [The Education Act 1996](#) and paragraph 3 of the DfE's guidance on searching, screening and confiscation.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is.

Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may use an appropriate sanction in line with the school's behaviour policy, escalating to a Senior Leader or DSL. Staff should ensure that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, they should seek the advice of the headteacher/DSL. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in the prohibited items list. This should follow the PRICE Training completed by all staff members.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a child/young person's outer clothing, pockets, possessions, drawers, cupboards or lockers. Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

7.12 Searching child/young person's possessions

Possessions means any items that the child/young person has or appears to have control of, including:

- Drawers
- Cupboards
- Lockers
- Bags

A child/young person's possessions can be searched for any item if the child/young person agrees to the search. Staff at Maple House School do not have the power to strip search a child or young person and this will only ever be carried out by police in accordance to

If the child/young person does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school's rules.

An authorised member of staff can search a child/young person's possessions when the child/young person and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

7.13 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child/young person was in possession of a prohibited item as listed in above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded in MyConcern.

7.14 Informing parents

Parents will always be informed of any search for a prohibited item (listed above). The DSL will inform parents, carers and/or guardians as soon as is reasonably practicable including:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the service has taken, including any sanctions that have been applied to their child

7.15 Support after a search

Irrespective of whether items from the prohibited list are found as a result of any search, Maple House School considers the effect of the search on the young person and if the child/young person may be suffering or likely to suffer harm. Maple House School will offer support where it is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. The DSL will also seek external agency support where appropriate including MASH, Pathfinders etc.

7.16 Misbehaviour 'external to school gate'

Maple House School considers actions outside of the school gate that may have impact on the school, school environment or children within the school and may apply sanctions where a child or

young person has misbehaved beyond the school gate when representing the school/college or as part of an activity, including Active Citizens. This means misbehaviour when the individual is:

- Taking part in any school-organised activity (e.g. Active Citizens)
- Travelling to or from school/college
- In any way identifiable as a student at Maple House School.

Sanctions may also be applied where a child or young person has misbehaved outside of school, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of staff.
- Could adversely affect the reputation of Maple House School

Sanctions will be issued, as an appropriate response to the behaviour to support learning. In all circumstances the Headteacher and Pastoral Manager should consider whether it is appropriate to notify the police or anti-social behaviour coordinator (school police liaison officer) in the local authority.

If the behaviour is criminal or poses a serious threat to a member of the public the police should always be informed. Should any of the behaviour link to child suffering, or being likely to suffer significant harm the DSL should be notified and the safeguarding policy followed.

7.17 Online misbehaviour

The school takes online misbehaviours seriously and will issue behaviour sanctions to children and young people for online misbehaviour when:

- It poses a threat or causes harm to another child, young person or staff member
- It impacts on the orderly running of the school impacting others learning
- It adversely affects the reputation of Maple House School
- The child or young person is identifiable as a member of Maple House School

Sanctions will only be given out within school or when off-site as part of a school activity when the child is under the lawful control of a staff member.

7.18 Suspected criminal behaviour

If a child or young person is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts of the suspected criminal behaviour, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher and/or Pastoral Manager will make the report and inform the Executive Headteacher.

The school will support the police with any investigation and will not interfere with any police action taken. The school may also continue to follow its own investigation procedure and enforce sanctions within school to keep children safe, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to Birmingham Children's Social Care Team, if appropriate.

7.19 Zero-tolerance approach to sexual harassment and sexual violence

Maple House School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Maple House School values are being kind, hardworking, respectful and safe and we pride ourselves on a relational approach where children and young people are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Maple House School has procedures in place to actively respond to any allegations and/or concerns around a child or young person's safety. We are considerate of the wellbeing of all of our students and ensure our students understand the consequences of actions as part of our personal development curriculum and daily behaviour support around the school.

Children and young people understand that there are clear processes for:

- Responding to a report
- Carrying out individual risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Seek external support
 - Refer to Birmingham Children's Social Services
 - Report to the police

Please refer to the MHS002 Safeguarding and Child Protection Policy for more information.

7.20 Malicious allegations

If a child or young person makes any form of allegation against a member of staff, and following a full investigation, the allegation is shown to have been of a deliberate malicious intent, the school the school will consider the next steps in regards to appropriate sanctions in accordance with this policy.

If a child or young person makes an allegation of a sexual nature, including sexual violence or sexual harassment against another child or young person, and following a full investigation and advice from MASH/LADO the allegation is shown to have been deliberately invented or malicious, the school will again consider appropriate sanctions in accordance with this policy.

Where any allegation is determined to be unsubstantiated, unfounded, false or deliberately malicious, Maple House School (in collaboration with the local authority designated officer (LADO), where relevant) will consider the context of the allegation through investigation and discuss with the clinical team, whether the child or young person who made the allegation is in need of help, or if the allegation may have been a cry for help.

If so, further advice and a referral to social care may be appropriate. Additionally, the school will consider the pastoral needs of staff, children or young people involved in the allegations and offer support where required.

Please refer to the MHS002 Safeguarding and Child Protection Policy and our Allegations of Abuse Against Staff Policy for more information on our allegations of abuse against staff.

8.0 Recording and Reporting

Where an incident involving a behaviour of concern has taken place and/or the use restrictive physical intervention has been used as part of this policy, these will be recorded on Arbor MIS on the same day or within 24 hours, at the latest. This will also record and report follow up interventions and strategies as part of this policy.

Following an incident, parents/carers will be consulted and copies of relevant documentation will be made available and all information is shared following a serious incident. Incident reports are important legal documentation and should be treated as such.

9. SEND

Recognising the impact of SEND on behaviour

Maple House School understands that behaviours can present as a form of communication and that behaviour may be impacted by a special educational need or disability (SEND).

All of the children and young people at Maple House School are recognised as having a SEND.

When incidents of misbehaviour arise, we will consider them in relation to an individual's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a SEND had an impact on an incident of misbehaviour will be made on individual child and individual incident basis although behaviours will be logged to identify trends and patterns in behaviours for us to be proactive in supporting our children and young people.

At Maple House School our rules, rewards, sanctions and strategies take into account the SEND in school and consider this when dealing with misbehaviour from individuals, especially where their SEND affects their behaviour.

Maple House School will balance it's legal obligations when making decisions about enforcing this behaviour policy. These legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student or resident caused by the service's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of individuals with SEND (Children and Families Act 2014)
- If a child or young person has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

Each child that is offered a placement at Maple House will have an individual learning plan, positive behaviour support plan and an individual risk assessment, taking into account the child's needs, known probable behaviours and strategies to proactively, actively and reactively support our young people and also post-incident management.

Plans are regularly reviewed and will always include child and parent/carer input , and key professionals where appropriate. Teachers, AHT/SENCO and the Pastoral Manager are responsible for ensuring that all documents are regularly updated and consulted with parents and child.

Each child or young person should have access to their own plan in a format which is understandable and meaningful to them.

Individual plans include the following key information:

- any diagnoses and diagnosis under assessment
- vulnerabilities
- communication needs including strategies to communicate
- risk taking behaviours
- triggers – likes and dislikes to be able to plan learning accordingly
- strategies to learn (active, proactive, and reactive approaches and de-escalation techniques)
- physical intervention techniques (PRICE)

This information is pertinent when considering the behaviour sanctions which should be applied for young people with SEND and the child/young persons understanding of the incident, the rule or instructions, and the level of self-control and aggression due to their SEND.

If the school has concerns regarding the behaviour of a child or young person, the headteacher will make contact with the local authority to discuss the issue and any actions or strategies that are required to manage the incident. This can include a request an emergency review of the EHC plan.

10. Training of staff

Maple House School ensures that all staff receive continuous professional development and training to be able to understand the needs of children and young people at Maple House School and how to support individual needs. Staff will also receive daily information and updates around children and young people with strategies to support the management of behaviour and support children and young people in their care.

As part of the PRICE training and professional support, all staff will have regular training on:

- De-escalation skills
- Communication skills
- Active and Proactive approaches to support behaviour
- Physical intervention training
- Any specific training around individual needs i.e. the use of strategy to learn cards, quiet space, sensory circuits.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour using MIS and staff updates

Maple House School will collect data and review data on the following to support the needs of the individuals, support staff and the school environment:

- Behavioural incidents
- Attendance, permanent exclusion and suspension – daily and weekly LA reporting
- The use of Restrictive Physical Intervention
- Incidents of searching, screening and confiscation

The data will be raised as part of the governance agenda at least 3 times per year as part of the school's governance process. The data will be analysed from a variety of perspectives including:

- By age group
- At the level of individual members of staff including those that require additional support
- By time of day/week/term to identify trends and hot spots.
- By protected characteristic including SEND.

The school will ensure that the results are reviewed regularly to ensure school is meeting the statutory duties under the Equality Act 2010.

12. Monitoring this policy

This behaviour policy will be reviewed and agreed by the Headteacher annually or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11). This will be overseen by the Executive Headteacher as part of the governance process.

Attached Appendices

Appendix 1 Reporting, Recording and Management of Bullying at Maple House School
Appendix 2 General Guidance on Handling Difficult Behaviour

Appendix 1: Maple House School

1. How to report bullying - children and young people

- Report to a staff member – such as a form teacher or learning support assistant, Ben Connolly, Katie Wyatt or Jay Rawlings, or any other adult you feel safe talking to.
- Using the anonymous school bullying reporting box located in the main reception
- Call Child Line to speak with someone in confidence on 0800 1111
- Talk to your parents/carers who can support you in telling school staff
- Speak to a friend/peer and seek support together.

2. How staff report suspected bullying

- Any bullying incidents or potential bullying incidents should be logged as a behavior incident on Arbor and raised as a concern on MyConcern (speak with DSL)
- The DSL should be informed by either email or conversation.
- The school anti-bullying log should be filled in by the DSL, this is kept in the Designated Safeguarding Lead's office.
- If a bullying incident is confirmed then a MyConcern bullying log is created by a member of the DSL Team and a MyConcern report is created by a member of the DSL Team to recognise the significance of the incident as a safeguarding concern

3. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored

These will be recorded and reported onto Arbor and discussed with the DSL.

4. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A child friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy
- THRIVE and reflective tutorial sessions to explore bullying; recognizing, responding and reporting and also the impact of bullying on people.
- The PSHE programme scheme of work enables our children and young people opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Tutor time/Reflection time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- Whole-school and form group assemblies help raise students' awareness of bullying and derogatory language
- Difference and diversities are celebrated across the school through diverse displays, books and images. The whole school participates in SMSC events including Anti-bullying week, Black History Month and LGBT History Month
- The school values of kindness and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and students across the school
- Restorative justice sessions with Form Tutors to provide support to targets of bullying and those who show bullying behaviour. Further clinical interventions to support deeper rooted needs to help with low self-esteem and confidence around relationships.
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as School Council and form groups and through the anti-bullying survey
- Working with parents and carers, and in partnership with community organisations, to tackle bullying

Appendix 2: General Guidance on Handling Difficult Behaviour

Anticipate and Prevent

Get to know each Child well – A strong relationship based on trust and respect is one of the most effective preventative measures.

Involve the Children – In discussion about the adult's responses and treatment which they feel will help them when they are having difficulties. This needs to be appropriate to each Child's age and understanding.

Teach by example – Model respect for the children and for each other in all of our work.

Encourage age appropriate behaviour – notice and respond when children are being helpful or constructive, friendly or just quiet and co-operative.

Be consistent – as far as you can maintain consistent limits within the team and find out about the limits the child is used to at home or elsewhere.

Be clear – Children need to be aware of what is expected of them in terms of their behaviour and responsibilities. Problems often occur when expectations are unclear or unreasonable.

When things become difficult, what helps:

Try and avoid head on conflict – Try distraction or compromise – diffuse the situation where you can and stop it escalating (be aware not to collude in unreasonable compromise, this could escalate future situations with other staff who will not collude inappropriately). Relaxed humour can be appropriate.

Use the opportunity for the Child to learn – Try and teach a positive alternative to an unacceptable behaviour, e.g. 'Let's do this' rather than 'don't do that!' – Always aim to increase the child's own self-control, where it is safe to do so.

Encourage Children to find a way out of difficult situations – Offer alternatives, make sure the Child has a way out of the confrontation without 'losing face' and make sure the gains are in getting out of the conflict.

If you have to use sanctions – make them fair, reasonable and meaningful. They must be relevant to the incident or behaviour, and they are not a punishment or an illustration of power – giving a Sanction is not enjoyable but is necessary.

Recognise the Child's feelings – It may be unreasonable to bite, kick or scream but it is not unreasonable to feel cross or unhappy. Make a distinction between the feeling and the behaviour. Help the Child to find acceptable ways to express their feelings.

1. Keep your own self-control – get help and do not be afraid to go away and leave the situation to others if you feel you are losing your own self-control.
2. Move confidently but calmly.
3. Make your statements to the Child simple and clear.
4. Make sure your voice is quiet, firm and assured.

Reduce the threat – of your presence by sitting, kneeling or giving space for the Child to move about, but only if it is safe to do so.

Talk to the Child – even if it appears that he / she is not listening – try to maintain eye contact and focus on reassurance, offering comfort and security through staying with the Child when distressed and out of control. Do not try to sort things out in the heat of the moment; leave that for later when the Child is calmer. Together you can agree what needs to happen next in order to resolve the entire situation. If the Child asks you to give them space, do so, but only if the child is not in danger of hurting themselves or causing harm when on their own.

Use Physical Intervention only after all proactive and active strategies have been followed and de-escalation techniques are have been used – If a Child is presenting a risk to themselves or to others, use the minimum force necessary and for just long enough to calm the Child down. Never use restraint as a form of punishment. Know and believe that Physical Intervention can be used positively. Parents and carers must always be informed if Physical Intervention has been required, and a written log must be completed using Arbor, on the same day within 24 hours of the intervention taking place.

Do not leave a Child alone when upset unless you are sure the Child is safe.

When things do become difficult, avoid further unnecessary problems:

- Do not attempt to assist a Child alone if you feel out of your depth – ask for help or ideas or advice.
- Do not throw your weight around and make alarming or unrealistic promises or threats that will not transpire.
- Do not corner and overcrowd or inhibit a Child's movements unless the child or others are at risk.
- Do not use sarcasm or tease or belittle or shame or Child into obeying instruction.
- Do not shout as a routine response or give complicated garbled messages with a high-pitched voice. Shouting will often escalate matters and reproduce a more angry or manic response.
- Do not try to sort things out by bombarding the Child with statements and questions.
- Do not leave the Child to look for the help / containment that should be available.
- Do not use restraint as such a regular feature of practice that it comes to be seen by Children as an everyday method of control before accepting adult authority. Remember, Children who have suffered serious physical and / or sexual abuse can react powerfully to well-intentioned efforts to restrain, misperceiving such actions as the prelude to further assault.
- **Do not escalate verbal or disruptive challenges into physical challenges by using restraint before it is ABSOLUTELY NECESSARY TO ENSURE THE SAFETY OF THE CHILD, OTHERS OR TO PREVENT NON-TRIVIAL DAMAGE TO PROPERTY.**

It is important that all staff members are familiar with the Positive Behavioural Support Plan for each Child.

Finally, ALWAYS RECORD INCIDENTS OF RESTRAINT:

- **A Physical Intervention Record for each Child is kept which has the detailed account of the scenario, actions and responses, outcomes and learning. Those Records are monitored by the Headteacher in the record itself and comments and actions noted in 'Managers Monitoring' box. Patterns of behaviour etc are discussed at staff meetings. These are completed on Arbor.**